

# Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007\*

Develop this plan at the beginning of the school year.

School: Ecker Hill International Middle School

District: Park City School District

Target Group: (whole school, entire class, grade level)

Whole School

Target Group selection is based upon the following data/information/school improvement goals: School Improvement Plan 2005-2008 Goal #2/Strategy 1/Action B and E

To foster and promote healthy and respectful relationships among school, family, and community/teach and reinforce positive behaviors and admirable character traits i.e. respect, responsibility and readiness. Enhance school wide extra-curricular and recognition programs/monitor EHIMS school wide classroom management plan/site council review of classroom discipline referral data

---

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
-------------------------	---	--------------------------	-----------------------------------	---------------------------------------	---	--

<i>Friends on the Watch</i> <i>*anti –bullying</i> <i>*abuse issues</i> <i>*sexual harassment</i> <i>*reporting rights</i> <i>*mediation</i> <i>/problem solving skills</i>	AL:B1 LC:C3 MG:A1/A2/A3 PS:A1/A2 PS:B1/B2/B3 PS:C1/C2/C3	-Break the Silence/Stop the Violence -Bully Busters -Our Town Family Center: School Mediation Project -Community Education Services/Peer Mediation Project/Park City School District -Teens and Sexual Harassment/C hanning Betes	6 <sup>th</sup> grade classes Sept. 18-Oct. 6  7 <sup>th</sup> grade classes Oct 2-Oct 20	700	6 <sup>th</sup> grade- Science classes  7 <sup>th</sup> grade-TLC classes	<i>Focus on Peer Mediation requests</i>  <i>Counselor /Administrator Mediations</i>  <i>Discipline report logs</i>
---	---	---	---	-----	---	--

Greg Proffit  
Principal's Signature

June 5, 2007  
Date

Last staff meeting of the year, June 1, 2007  
Date of Staff Presentation      Prepared By

Willow Amendola-Duncan  
Marie Shepherd

*\*Adapted from the ASCA National Model: A Framework for School Counseling Programs*

## Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007\*

Submit the Large Group "Guidance Activities" report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Ecker Hill International Middle School    District: Park City School District

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Willow Amendola-Duncan  Marie Shepherd	Whole School	Break The Silence-Stop The Violence  Bully Busters  Our Town Family Center School Mediation Project  Community Education Service/Peer Meditation Project/Park City School District  Teens and Sexual Harassment/ Channing Betes	6 <sup>th</sup> grade Sept. 18-Oct. 6  7 <sup>th</sup> grade October 2-October 20	700	Students will learn to problem solve issues during a peer or counselor mediation.  School climate survey last year suggested the need for a process and solution to bullying.	Peer Mediations solved in 06-07 school year= 82% Peer Mediations needing to be repeated=18%  Counselor/Admin Mediations successful first time in 06-07 school year=93%  Counselor/Admin repeated mediations needed=7%	See discussion for full details.

## Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

**School:** Ecker Hill International Middle School

**Target Group:** Whole School

**Target Group selection is based upon:** School Improvement Plan 2005-2008 Goal#2/Strategy 1/Action B&E  
To foster and promote healthy and respectful relationships among school, family, and community/ teach and reinforce positive behaviors and admirable character traits/enhance school wide extracurricular and recognition programs/monitor EHIMS school wide classroom management plan

### ABSTRACT

The purpose of this large group activity is to introduce the Friends on the Watch school wide program. It consists of classroom presentations to 6<sup>th</sup> and 7<sup>th</sup> grade students to increase awareness and signs of school violence, harassment, bullying and abuse issues and empowers and encourages helping yourself and others by reporting and participating in student and counselor driven mediation processes. We focused this report on the incident report forms and mediations accomplished during the school year. We compared repeat mediations from the peer mediators (trained extensively at the start of the year) to the counselor/ admin driven mediations. Our expectations were to improve problem solving skills among all students and the actual results illustrated that happened, yet there were some students who needed repeated mediations for behavior change and problems to get solved. We then explored reasons for this and discussed how to improve the peer mediation program for next year.

This is the Who, What, Where, When, Why, How section.

#### **Introduction** (the Why)

- Identify the Utah CCGP Student Outcome or Desired Result for Student Learning:
  - AL:B1
  - LC:C3
  - MG:A1/A2/A3
  - PS:A1/A2
  - PS:B1/B2/B3
  - PS:C1/C2/C3

#### **Participants** (the Who)

- Number of Students Participating/Affected:  
700 students
- Target Group:  
Whole school

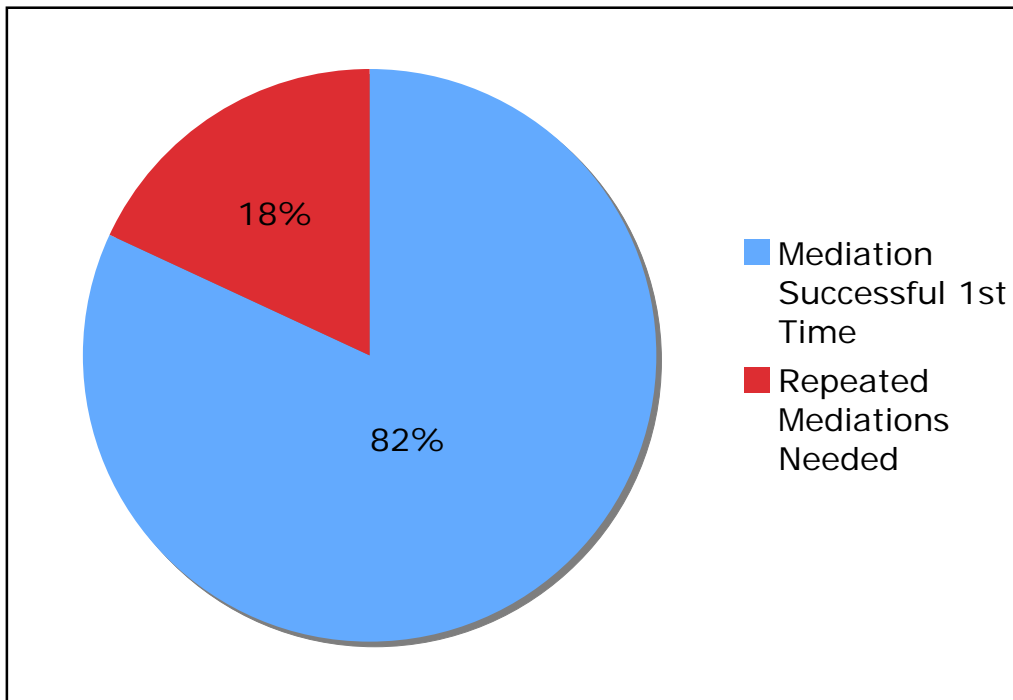
#### **Method** (the What, When and Where and How)

- Guidance Lesson Content:
  - Friends on the Watch
  - Anti-bullying
  - Abuse issues
  - Sexual Harassment
  - Reporting Rights
  - Mediations and problem solving skills
- Curriculum and Materials:
  - Break the Silence-Stop the Violence
  - Bully busters
  - Our town Family Center: School Mediation Project
  - Community Education Services/Peer mediation projects/Park City School District
  - Teens and Sexual Harassment/Channing Betes
- Project Start and End Dates:
  - 6<sup>th</sup> grade classrooms September 18<sup>th</sup>-October 6<sup>th</sup>
  - 7<sup>th</sup> grade classrooms October 2<sup>nd</sup>-October 20<sup>th</sup>

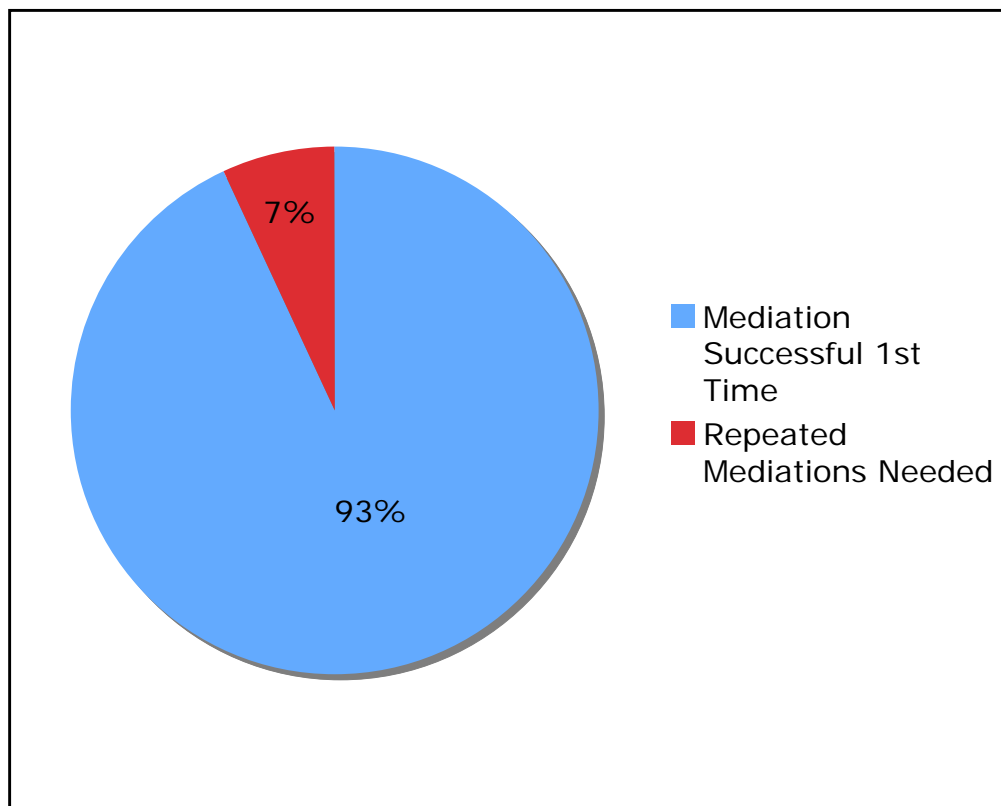
- Class or Subject in Which the Lesson will be Presented:
  - 6<sup>th</sup> grade Science classes
  - 7<sup>th</sup> grade TLC classes
- Evaluation Methods – How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.):
  - Focus on peer mediation requests
  - Counselor/Administrator mediations
  - Discipline log incidents
  - Repeat mediations
- Counselor(s):
  - Marie Shepherd
  - Willow Amendola-Duncan

## RESULTS

### Peer Mediators



# Counselor / Administrator Mediations



## DISCUSSION

The Friends on the Watch program promotes awareness and reporting skills for bullying, harassment, violence, safety among peers and mediations. There are two processes for Mediations in our school. One is the reporting process directed by administration/ counselors/ teachers. Depending on the nature and sensitivity of the incident, the mediation can be done by the counseling staff or by the trained peer mediators in our school. The second process is a peer or self-referral form located in each classroom, office area, detention room and counseling. These mediation requests usually are of a social, friendship or bullying nature. We decided to look at data comparing the Peer directed mediations with the Counselor/Admin mediations and the percentages of repeat incidents. Both data illustrate that problem solving is taking place by way of the mediation process, and our students are having a voice and active role in taking responsibility and learning problem solving skills. Overall, a small percentage of students need repetitive mediations (mostly two times) to acknowledge the problem and change specific behaviors outlined in the mediation. The Peer mediations had 18% of the students needing this second process, while the counselor driven mediations had 7% repeats. We feel this may be due to a few factors. The Peer Mediations are sometimes not taken as seriously because students run them and the counseling mediations are more severe in nature, usually involving a harassment or safe school violation. Therefore the plan seems to have more teeth for a positive outcome. There is always room for improvements. One thing we discussed that would broaden the knowledge of the general population in problem solving skills would be to call on our “trained” mediators to do classroom presentations and actually teach these skills of active listening, compromise etc. before the situations arise. These students could promote the program more thoroughly by featuring themselves at the start of the school assemblies and wear their Peer Mediation sweatshirts every Friday. This is a program that allows young adolescents a voice and skills of empowerment in navigating their world.

Created by Julie Balhorn, Intern Counselor, Granite Park Middle School, Granite School District, 2007.  
Used with permission.

# Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007\*

Develop this plan at the beginning of the school.

School: Ecker Hill International Middle School District: Park City School District

Target Group: 6<sup>th</sup> and 7th grade Hispanic/Latino/Chicano At-Risk boys' group/ gang involvement

Target Group selection is based on the following data/information/school improvement goal: School Improvement Plan 2005-2008 Goal #2, Strategy 1, Action E: To foster and promote healthy and respectful relationships among school, family, and community/ teach and reinforce positive behaviors and admirable character traits i.e. respect, responsibility and readiness/ monitor EHIMS school wide classroom management plan.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
-Decrease in discipline referrals -Gang involvement and culture -Family/community awareness and expectations -Positive healthy decision making -Increase in positive extra-curricular activities -Academic support and achievement	AL:1/AL:A1/AL:A3 LC:C/LC>C1/LC:C2/ LC:C3 MG:A/MG:A1/MG:A2/ MG:A3 PS:A/PS:A1/PS:A2 PS:B/PS:B1/PS:B2/ PS:B3 PS:C/PS:C1/PS:C2/ PS:C3	6wk boys group with follow up interventions: -Academic reviews/tracking -Valley Mental Health support/family -Snyderville Basin recreation support programs -Rotary ski and snowboard programs -Norwegian Outdoor School support programs -Counselor /family outreach  -Parent education evening -Incident behavior tracking within school also with police and	-Norwegian Outdoor School -Park City Rotary -Snyderville Basin Recreation Department -Valley Mental Health -Park City Police Department *Vai Lailaitafea-Gang task force officer *Mike Corillo-Gang task force officer -Summit County Police Department *Sergeant Kevin Orgill-Patrol Bureau/County Medical Examiner -3 <sup>rd</sup> District Juvenile Court *Korby Gines-Senior	-Academic Reviews *Weekly with ELL teacher *Quarterly counselor report  -Discipline Report Logs *Weekly with CAT (counselor/administrator team) *Quarterly counselor report	Group began September 8, 2006 with ongoing support through the end of the 2006-2007 school year	11 At-Risk students



		probation officers as needed	Probation Officer *Julia Reiland- Probation Officer -Renee Sepulveda- Latino Outreach and Activist -Park City School District *Nora Buchanan- Latino Outreach			
--	--	------------------------------	--	--	--	--

Greg Proffit  
 Principal's Signature

June 5, 2007  
 Date

Last staff meeting of the year June 1, 2007  
 Date of Staff Presentation

Prepared By  
 Willow Amendola-Duncan  
 Marie Shepherd

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

## Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007\*

Submit the Small Group “Closing the Gap” report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Ecker Hill International Middle School

District: Park City School District

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Willow Amendola-Duncan  Marie Shepherd	6 <sup>th</sup> and 7 <sup>th</sup> grade Hispanic/latino/chicano at risk boys group	<p>*Salt Lake City/Park City Gang Task Force curriculum</p> <p>*Respect, Responsibility and Readiness School wide discipline materials</p> <p>*Norwegian School for team building and decision making</p> <p>*Outreach Coordinator for PCSD materials and activities</p>	<p>Group began September 8<sup>th</sup>, 06</p> <p>Ongoing support through end of school year</p>	11 students	<p>Pre-past academic reviews and past discipline and referral logs</p> <p>Police records and probation</p>	<p>Positive changes in discipline referrals, social interactions and positive extracurricular activities and life choices.</p> <p>Achievement data illustrates decrease in academic success this year, as per weekly academic reviews, team meetings and tracking systems.</p> <p>See bar graph included.</p>	See discussion for full details.

--	--	--	--	--	--	--	--

Greg Proffit  
Principal's Signature

June 5, 2007  
Date

*\*Adapted from the ASCA National Model: A Framework for School Counseling Programs.*

## Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

**School:** Ecker Hill International Middle School

**Target Group:** 6<sup>th</sup> and 7<sup>th</sup> grade Hispanic/Latino/Chicano At-Risk boys' group/gang involvement

**Target Group selection is based upon:** School Improvement Plan 2005-2008 Goal #2, Strategy 1, Action B and E

To foster and promote healthy and respectful relationships among school, family and community/teach and reinforce positive behaviors and admirable character traits i.e. respect, responsibility, and readiness/enhance school wide extra-curricular and recognition programs/monitor EHIMS school wide classroom management plan/site council review of classroom discipline referral data.

### ABSTRACT

The purpose of this study was to assess the effects of a 6 -week intervention group of At-Risk Hispanic/Latino/Chicano boys enrolled in both 6<sup>th</sup> and 7<sup>th</sup> grade. This group involved 11 of our highest at-risk students for gang involvement, academic, social, behavioral, family and community success. This study was based upon collaboration with the Park City Police Department Gang task force and the Park City School District Latino Outreach Coordinator. In looking at previous academic reports, test scores, school discipline logs and police and probation reports we felt that it would be important to run an intervention group providing education and awareness to not only the students but the parents too. Within this group we used the Park City Police Department gang awareness and intervention curriculum in addition to numerous community supports. The focus was upon the importance of academics and social accountability within the education, community and family structure, while taking cultural expectations into account. Several support systems were put in to affect after the group to track progress and monitor the success of these 11 students. Academically we saw an overall decrease in the grade point averages of these students. We also saw an increase in the positive behaviors of this population of students, shown by the decrease in their discipline and behavior incidents. With this information we realized that providing extra-curricular activities for this population helped to improve their overall behavior and social skills within the community and family. However, the students' academic success decreased, which tells us that we need a stronger focus on their academic placement and structure within the school setting.

### PROJECT DESCRIPTION

#### Introduction

- Identify the Utah CCGP Student Outcome or Desired Result for Student Learning:
  - AL:A/AL:A1/AL:A3
  - LC:C/LC:C1/LC:C2/LC:C3
  - MG:A/MG:A1/MG:A2/MG:A3
  - PS:A/PS:A1/PS:A2
  - PS:B/PS:B1/PS:B2/PS:B3
  - PS:C/PS:C1/PS:C2/PS:C3
- Intended Student Behavior:
  - Decrease in discipline referrals
  - Gang involvement/ culture awareness and education
  - Family and community awareness and expectations
  - Positive healthy decision-making
  - Increase in positive extra-curricular activities
  - Academic support and achievement

#### Participants

- Number of Students Participating/Affected:
  - 11
- Target Group:

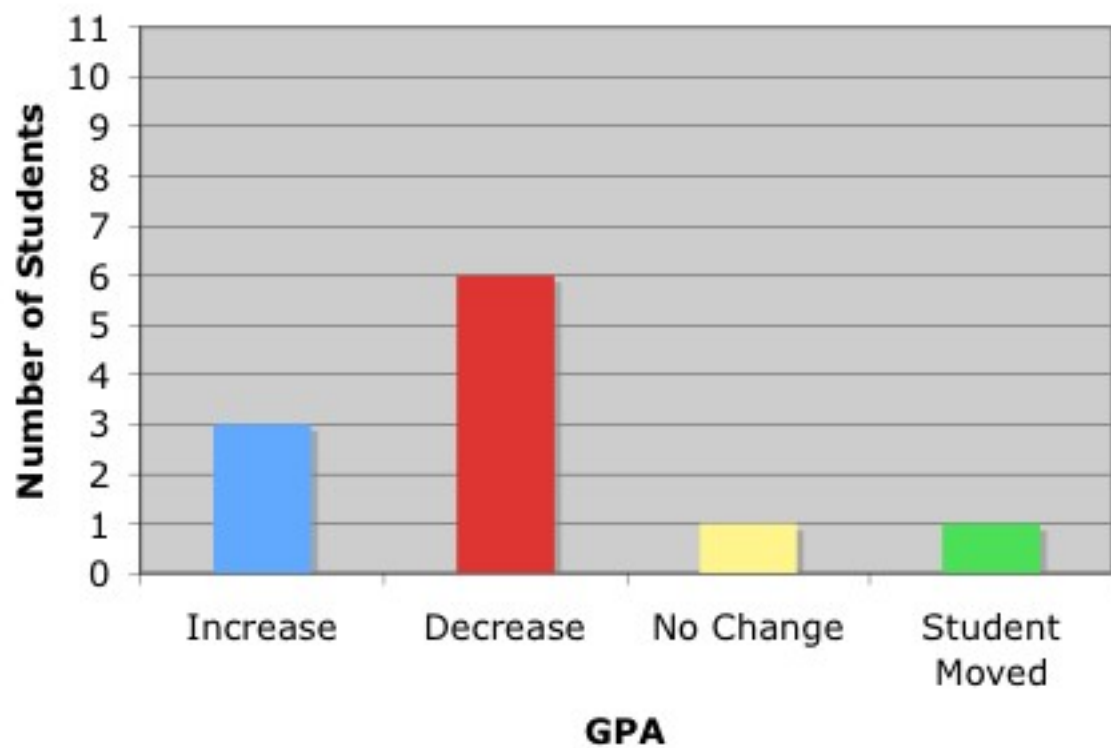
-At-Risk 6<sup>th</sup> and 7<sup>th</sup> grade Hispanic/Latino/Chicano boys

## Method

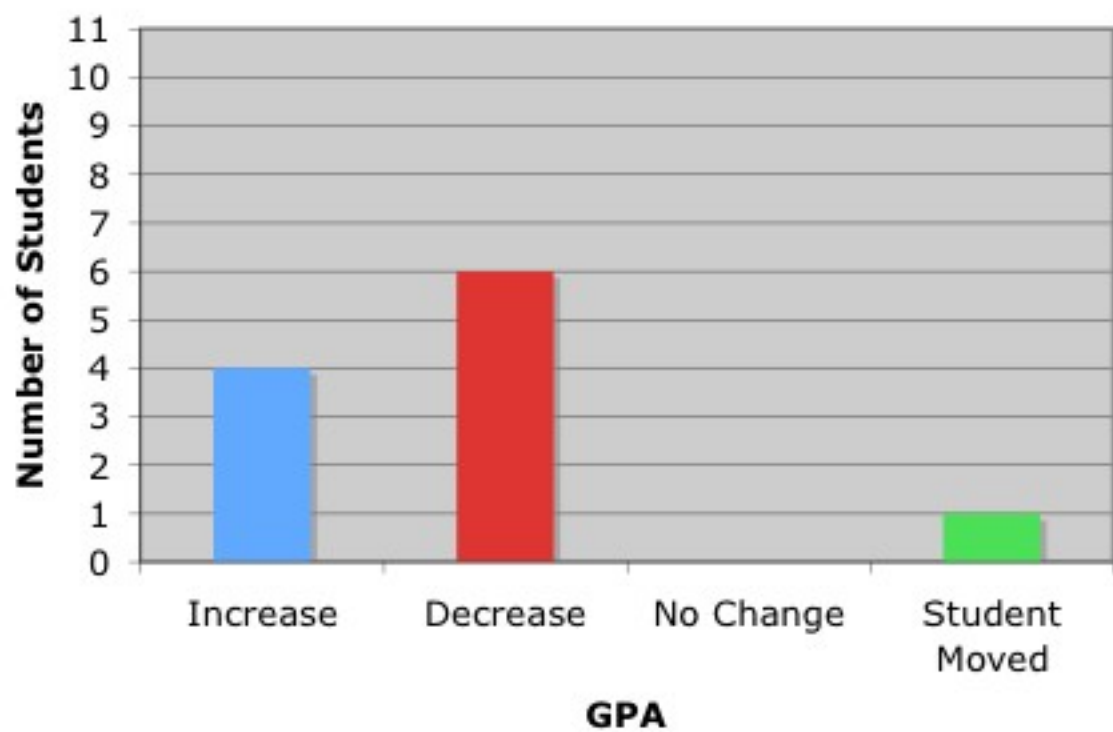
- Guidance Activity(ies) or Intervention(s):
  - 6week group with follow up interventions
  - Academic reviews/tracking
  - Valley Mental Health support for student and family
  - Snyderville Basin Recreation Department programs (soccer, basketball, etc.)
  - Park City Rotary ski and snowboard programs
  - Norwegian School outings
  - Counselor/family outreach
  - Parent education evening
  - Behavior and discipline incident tracking at school and with police and probation officers as needed
- Resources/Staff Development Needed:
  - Norwegian Outdoor School
  - Park City Rotary
  - Snyderville Basin Recreation Department
  - Park City Police Department
    - \*Vai Lailatafea-gang task force officer
    - \*Mike Corrilio-gang task force officer
  - Summit County Police Department
    - \*Sergeant Kevin Orgill-patrol bureau/county medical examiner
  - 3<sup>rd</sup> District Juvenile Court
    - \*Korby Gines-senior probation officer
    - \*Julia Reiland-probation officer
  - Renee Zepeda-Latino Activist
  - Park City School District
    - \*Nora Buchannan-Latino Outreach Counselor
- Project Start and End Dates:
  - Group began September 8, 2006 with ongoing support through the end of the 2006-2007 school year
- Evaluation Methods – How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.):
  - Academic reviews were assessed weekly and quarterly
  - Discipline report logs were assessed quarterly
- Counselors:
  - Willow Amendola-Duncan
  - Marie Shepherd

## RESULTS

### Academic



### Discipline / Behavior Incidents



## DISCUSSION

During this ongoing study we realized that even with our proactive approach with this group of children we would still have quite a bit of work to do in the area of academic success. We were so busy being proactive in the community that maybe we were almost a little overzealous in wanting to keep them out of trouble and finding healthy outlets for them that we lost focus of the ongoing support that needed to be happening in the education system as well. As we study the academic data, we are already discussing with the ELL team how to improve the supports and follow up tracking mechanisms for these students. Some important ideas have come from these discussions. We have a differentiation coach in the building who will do periodic mini workshops on SIOP techniques and skills for teachers to promote accommodating work to appropriate levels of learning. We will assign an advisor to each student to track grades and promote study skills. Encouraging family participation in the students academic plan and promoting homework club that is offered here on campus will help students receive extra support outside the school day. Visiting ELL content link classrooms and sheltered classes to bridge the TLC curriculum will hopefully increase the understanding and importance of the academic pathway for these students.

Created by Julie Balhorn, Intern Counselor, Granite Park Middle School, Granite School District, 2007.  
Used with permission.

## LARGE GROUP PROJECT

### ABSTRACT

A video presentation was created as a team effort between the Counseling Department and the Technology Support Staff in order to improve the information available to incoming ninth grade students about elective offerings. Massive amount of schedule change requests have been taking place in the fall, mostly related to elective choices. This was our effort to be more efficient with our time, and allowing students to have better information with which to make good decisions concerning their class choices. A PRE and POST survey was created and given to approximately 200 eighth grade students during their classroom registration presentations. Our results showed that the visual presentation was extremely helpful for students going through the process of deciding which electives to choose for their new schedules.

### PROJECT DESCRIPTION

#### Introduction:

The CCGP Student Outcomes related to this project:

AL: A2 ( Acquire skills for maximizing Learning)

AL: C2 ( Learning to make life and career plans)

LC: C1 (Learning to make life and career decisions)

PS: B2 (Demonstrate skills for decision-making)

Intended Student Behavior: Demonstrate good decision-making skills while choosing electives for their next year's schedule.

#### Participants:

During the registration process in the Spring, we visit each eighth grade English classroom. We surveyed 212 of these students during these presentations. We targeted the eighth graders going into ninth grade, because of the importance of their transition into "High School". At this level, there are also many more new elective options that are new to this population.

#### Method:

The idea was discussed at our Administrative team meeting, and our Technology Support Person was identified to help us with this project. Information was shared with this person, and filming and interviewing took place beginning in January, with a target completion date of Mid-March, as this would be used for the registration presentations. Also the teaching staff was informed about what this process would need from them during the filming process.



Pre and Post Surveys were developed to gather data. Both counselors were involved in the classroom presentations. The registration presentations have been developed over time, with the emphasis on “information sharing”, and “decision making skills.” To make sure we had the proper equipment to show the video, that need was researched and equipment reserved.

## RESULTS

Three of the eight questions on our survey related to basic knowledge of what electives actually ARE, and the results of that data showed 99% of the students were aware of these concepts during the PRE survey phase, or even BEFORE we gave the classroom presentations.

Two questions addressed the process of HOW they choose their electives, and the response...”I choose according to my personal interests” was chosen by 60% of the students. Less than 1% chose ”My parents/guardians help me choose” as well as less than 1% chose...”I choose according to what my friends want to take.”

In discussing what HELPS the student THE MOST in choosing their electives ...the number one response was “Talking to other students or family members who have already taken the class” with 47 % of the students choosing this, followed by 45 % choosing the response “ Reading the course catalog”

In looking at the results for the question concerning the video presentation, 84 % of the students stated a video presentation would be helpful to them in choosing elective in the PRE survey, where 58% of the students reported it helpful on the POST survey.

## DISCUSSION

What we learned about the video project specifically-the communication between the counseling staff and the Technology person needed to be made more clear. I did NOT specify time constraints, and it turned out to be 30 min. long, while we asked for 45 min. total from the classroom teachers. We were not able to use the entire video. The most interesting part of the video involved interviews with students shown participating in the actual classes, along with the teachers describing what took place in their classrooms. This was very well received. One of our questions in the PRE survey asked if students had specific electives already chosen for the next school year, and foods was noted 24 times. After seeing the video where foods was extremely well filmed, when asked if they had made decisions on possible elective choices AFTER watching the video, foods was noted 43 times. This will be an extremely helpful tool in the future, with restrictions and more direction.

I was pleased to see the data concerning the value of talking to other students and family members about classes offered, as this is a great way to do research on new classes, and we present this as a strategy. I was also very happy about how many students seem to actually USE the course catalog, which takes up a great deal of time to produce. I also feel that we have learned that the students understand the basic structure of how electives “work” and how it all fits into their graduation requirements.

## SMALL GROUP PROJECT

### ABSTRACT

A group of 8-10 TMIS students are selected by teachers and counselors to have a positive experience with a variety of artistic experiences. They will learn to create and work together to develop expression through art. The students will not only learn to express themselves but develop confidence and life skills that can transfer to the classroom and home situations.

### INTRODUCTION

Utah GCGP student outcome will focus on AL:A1, AI:B1,LC:A1,PS:A1, PS:A2  
Behaviors that will be targeted are: to focus on developing interpersonal relationship.

### PARTICIPANTS

Each group will consist of 8-10 students that have been identified by teachers and counselors. We will target students who are considered to be alone and who seem to lack self-confidence. This keeps them from feeling comfortable in a classroom environment.

### METHOD

The artist will focus on one or more of the expressive arts like drama, movement, visual arts, while promoting the artistic process which is unique and exceptional to every child. The art experience will be led by professional artists who will volunteer their time and include community volunteers to create a community of sharing and fun. The group runs 6 weeks, which will be offered Spring and Fall.

To help maintain and improve our groups, we employ a comprehensive measurement system. At the beginning of each group, we ask teachers and parents to identify a skill or behavior on which to focus over the length of the group for each student. Then at the end, teachers, parents and children are asked to complete an evaluation form. Teachers and parents will indicate any perceived positive change in the identified behavior or skill.

The counselors take an active part by reminding students of the program to assure attendance, and visit each group session. A variety of art materials will be used, focusing on expressive art such as clay, paints and other art materials.

### RESULTS

In the beginning all teachers identified self-esteem and self-confidence as the behaviors to work on. Interacting socially and expression of individual ideas were the areas that the group focused on. After the group, a survey was given to parents and teacher to see if noticeable changes were made in these behaviors.

6 questions were asked. The basic subject matter was:

1. Change in attitude
2. Improvement in overall behavior
3. Communication is better
4. Sense of community and belonging at school
- 5 Program effectiveness
6. Has identified behavior changed

The results were tallied. All people surveyed felt that the program was a positive influence on the behavior and that the behavior identified had changed. Only 50% thought that there was an overall change in general attitude. All students enjoyed the program. They felt connected to the group and would participate in the group again if given the opportunity. From the data, we concluded that we should focus on just one behavior to change. This type of small group activity works for targeted behavior but that overall behavior needs a more intense time commitment.

#### DISUSSION

The students who enter the program are very apprehensive about coming to the group. They start to understand the environment through group processing skills, sharing time, helping each other, and developing a relationship not with just the artist but with the other students in the group as well. We plan on continuing with this activity and hope to increase the amount of groups held.